

Teacher(s): Johnson

Subject: World History

Week of: Jan 29 – Feb 2, 2018 Week: 23

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): SSWH11 Examine political and social changes in Japan and in China from the fourteenth century CE/AD to mid-nineteenth century CE/AD. a. Describe the impact of the Tokugawa Shogunate policies on the social structure of Japan.	Do Now: Guided Instruction (<i>We do</i>)- What is bushido? Opening: Focused Instruction (<i>I do</i>)- Introduce the GSE and element a; hand out notes 11ab; assist as needed Work Session: Collaborative Learning (<i>You do together</i>)- in pairs, complete Atlas activity 30 and begin Question set 19-3 (p. 543 GSB 1,2; p. 544 B; p. 545 C; p. 546 D; p. 547 3,4,5) Independent Learning (<i>You do alone</i>)- Make up quiz and classwork turn in Closing: Guided Instruction (<i>We do</i>)- Who were the shoguns? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Nystrom Atlas 30 	Formative: Teacher Observation Q&A Atlas activity
	Purpose: To provide the students with basic information and activities to support their acquisition of knowledge on the GSE and the element			Summative:
Tues	Standard(s): SSWH11 Examine political and social changes in Japan and in China from the fourteenth century CE/AD to mid-nineteenth century CE/AD. a. Describe the impact of the Tokugawa Shogunate policies on the social structure of Japan.	Do Now: Guided Instruction (<i>We do</i>)- Who were the samurai? Opening: Focused Instruction (<i>I do</i>)- review work session; assist as needed Work Session: Independent Learning (<i>You do alone</i>)- Complete Question Set 19-3 (p. 543 GSB 1,2; p. 544 B; p. 545 C; p. 546 D; p. 547 3,4,5) Closing: Guided Instruction (<i>We do</i>)- Quick review of question set Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative:
	Purpose: To provide the students with basic information and activities to support their acquisition of knowledge on the GSE and the element			Summative:
Weds	Standard(s): SSWH11 Examine political and social changes in Japan and in China from the fourteenth century CE/AD to mid-nineteenth century CE/AD. b. Describe the impact of the Qing and Ming Dynasty policies on the social structure of China.	Do Now: Guided Instruction (<i>We do</i>)- Which Chinese dynasty ran the Mongols out? Opening: Focused Instruction (<i>I do</i>)- review work session; assist as needed Work Session: Independent Learning (<i>You do alone</i>)- complete question set 19-2 (p. 538 SB 1,2; p. 539 B; p. 540 SB; p.541 C; p.541 3,4,5) Closing: Guided Instruction (<i>We do</i>)- Quick review of question set 19-2 Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative:
	Purpose: To provide the students with basic information and activities to support their acquisition of knowledge on the GSE and the element			Summative:

Thurs	Standard(s): ELACC9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ELACC9-10RH5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Do Now: Guided Instruction (<i>We do</i>)- Sign in to Achieve 300 (Lab 216) Opening: Focused Instruction (<i>I do</i>)- Explain requirements of using Achieve 3000 to include providing me with your activity (quiz) 1 st score and showing me that you have 5 dots indicating completion of the work Work Session: Independent Learning (<i>You do alone</i>)- Complete requirements of the reading assigned on Achieve 3000 Closing: Guided Instruction (<i>We do</i>)- Verify quiz grades and completion of the 5 areas Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> Achieve 3000 	Formative: Teacher Observation Q&A Achieve requirements
	Purpose: To provide students with an opportunity to enhance their ability to read within a structured online environment.			Summative:
Fri	Standard(s): SSWH11 Examine political and social changes in Japan and in China from the fourteenth century CE/AD to mid-nineteenth century CE/AD.	Do Now: Guided Instruction (<i>We do</i>)- 5 min quick study Opening: Focused Instruction (<i>I do</i>)- review quiz procedures Work Session: Independent Learning (<i>You do alone</i>)- Complete Quiz WH 11 and turn in class work Closing: Guided Instruction (<i>We do</i>)- Identify your weak areas and study over weekend for Tuesday Unit test Home Learning: prepare for Unit exam on Tues	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A Quiz WH 11
	Purpose: To provide the student with an opportunity to validate their learning on this GSE			Summative: